

Pupil premium strategy statement – Jarrow Cross CE Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jarrow Cross C of E
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 25/ 28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 December 2026 July 2027 December 2027 July and December 28
Statement authorised by	K, Taggart
Pupil premium lead	K. Taggart
Governor / Trustee lead	C. Aberdeen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183,670

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- *Embed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and through professional development, raise expectations of teaching and learning.*
- *To narrow the attainment gap between disadvantaged and non- disadvantaged pupils both at expected and greater depth by the end of KS2*
- *For all disadvantaged pupils in school to make or exceed expected standards in reading, writing and maths*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *To work collaboratively with parents and carers in order to support their child's learning and development.*

Maintaining high quality teaching, assessment and a clear progression of knowledge and skills are the principles at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school is working through a process of curriculum evaluation, streamlining and professional development to ensure that we deliver a broad, balanced and knowledge rich curriculum. We will ensure targeted support is provided through early identification and that our wider strategies, such as supporting good attendance, enable us to provide an evidence based approach to our pupil premium strategy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Across the school pupils demonstrate poor language and communication skills. This slows progression with reading and writing as well as the development of transcription skills.
2	Assessments indicate that maths attainment among disadvantaged pupils is below that of our non- disadvantaged pupils
3	Assessments indicate that attainment in reading for disadvantaged pupils is below that of our non- disadvantaged pupils.
4	Assessments indicate that in writing disadvantaged pupils struggle with transcription and attainment is below that of our non- disadvantaged pupils
5	Outcomes at the end of Y6 for disadvantaged pupils in reading, writing and maths combined, is lower than non-disadvantaged pupils both at expected and greater depth.
6	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of these experiences seen more pupils experiencing emotional and wellbeing needs.
7	Poor attendance can be a barrier to disadvantaged pupils Our attendance data indicates that absenteeism is negatively impacting disadvantaged children's progress.
8	Limited experiences outside of the family home which impact upon children's knowledge and understanding of the world in which we live.
9	Children enter Reception with poor fine motor skills which impact handwriting in later years.
10	Children's ability to co-operate with each other during 'outdoor play 'has deteriorated over time.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Restructure leadership and management systems at Jarrow Cross to improve coordination and oversight of the teaching and learning of pupils.	Teaching, learning and inclusion become the direct responsibilities of assistant head teachers who will focus on strengthening teaching and learning for all through the implementation of a streamlined and progressive curriculum.

Improved language and communication skills among reception pupils.	Pupils eligible for PP in Reception make rapid progress from starting points and meet age related expectations. Create a communication friendly approach through the embedding of Elklan programme.
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonic screen.	Gap between PP and Non PP to be reduced (2023 Gap 12%, 2024 33%, 2025 36%)
Achieve consistently higher standards for disadvantaged pupils by the end of KS2 in reading, writing and maths attainment both at the expected and greater depth standards.	Reading: National (25) 75% JC PP: 82% Writing: National 72% JC PP: 67% Maths: National 74% JC PP: 59% RWM national: 62% JC PP: 55% RWM GDS national: 8%, JC PP: 20%
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Attendance is at least in line with national for all pupils and pp pupils.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Specific social and emotional support for identified disadvantaged individuals and their families led by Family worker. Parent and pupil surveys.
Increased opportunities for curriculum related experiences / visits.	Enrichment opportunities across all key stages to be planned across the year evidenced in long and medium term plans.
Improve pupils handwriting skills	Implement a consistent programme of spelling, handwriting and dictation alongside existing approach to phonics.
Provide all children with breakfast each morning, helping to ensure they are ready for the school day.	Improving health, wellbeing and readiness to learn.
Improve the oracy skills of all pupils	Ensure oracy is a fundamental part of a broad and balanced curriculum.
Improve the outside environment to provide many different types of play opportunities moving towards a seasonal offer	Continue to introduce and embed the principles of OPAL Play through seasonally appropriate opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure quality teaching and learning. High quality CPD for staff.</i>	The EEF states that great teaching is the most important lever schools have to improve pupil attainment. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	1-5 and 9
<i>Implement the 4's of scaffolds, scale, structure and style when adapting classroom tasks</i>	Good adaptive teaching is thus rooted in, and reliant upon, good formative assessment so that the instructional decisions that are made are better, or better founded, than decisions made in the absence of it (William, 2017). The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. (EEF, 2021)	1-5, 8 and 9.
<i>Developing children's Oracy skills</i>	The EEF states that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and higher in primary schools (+6 months) Jarrow Cross is working with Voice 21 to embed speaking and listening in the curriculum	1-5, 8 and 10.
<i>Embed the practice of children recalling their previous learning eg using daily revision activities – retrieval PowerPoints, knowledge organisers</i>	The encoding process helps to store the knowledge being learned in the long-term memory and that retrieval helps to bring knowledge back into the working memory. Research suggests that engaging in	1-6, 8 and 9.

<i>so that connections can be made to prior learning.</i>	this process can improve the retrieval strength of the information. EEF Cognitive Science approaches in the classroom.	
<i>Increase parental engagement with learning through workshops and curriculum sessions within the school day</i>	The key mechanism for parental engagement strategies is improving the quality and quantity of learning that take place in the home environment. Therefore we need to highlight this need through tailored communication and regular reviews on communication.	7, 8 and 9
<i>Use of Read, write Inc. a systematic synthetic phonics programme and related spelling programme to secure strong phonics teaching to all pupils.</i>	‘Fluent, accurate decoding is a hallmark of skilled reading’ (Moats 1998) Children who master the alphabetic code early on make better progress than their peers who do not. Good language development, including vocabulary, has benefits for pupils beyond their reading. Ofsted Research Review English 2022.	1,3, 4, 5 and 9.
<i>Improve Maths standards by enhancing quality of teaching and learning.</i>	The EEF’s Early Years Toolkit estimates that effective early numeracy approaches typically increase children’s learning by about seven months. Provide targeted support, experienced staff target this, brief and regular sessions,	3
<i>Whole class teaching of the Mastering Number programme (NCTEM) to be taught across the school</i>	The NCTEM state that participating in this programme will support pupils to develop and demonstrate good number sense, secure understanding of how to build firm mathematical foundation and develop fluency in calculation and number sense for all children.	2,5
<i>Focus upon improving sentence structure in the teaching of writing.</i>	Teaching in key stage 1 should focus on supporting pupils to articulate what they want to say, sentence by sentence. Creating a coherent text largely depends on pupils having a secure understanding of sentence structure and a rich vocabulary to draw from to ease transition from one sentence to the next. The Writing Framework July 2025	1,4 and 5.
<i>Improving children’s handwriting skills by explicitly teaching handwriting and capitalizing upon modelling correct handwriting</i>	Professor Steve Graham states that handwriting places the greatest constraints upon early writing – if children cannot form letters or cannot form them with reasonable speed or legibility they cannot transform the language in their mind into written text.	1,4 and 9.

<i>Social and Emotional approaches will be embedded into routine educational practices such as visual timetables and sensory diets</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	1,5,6,7,8 and 10.
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Targeted academic support Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted group activities to support communication and language skills - talk boost, Voice21 and Elklan.</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. The EEF states that good speaking and listening skills improve behaviour and social outcomes and can increase learner confidence.	1,5 and 8.
<i>Small group phonic sessions targeted at disadvantaged pupils who require further support.</i>	Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress (EEF)	1,3,5 and 8
<i>1:1 Targeted Reading sessions focus upon development of phonic knowledge and understanding of text</i>	1:1 sessions (3,5 times per week) over a set period of time appear to result in optimum impact. (+5 months gain EEF)	1,3,5 and 8
<i>Targeted maths support for pupils</i>	Small group support is defined as one teacher or professional educator working with two to five pupils together. Intensive tuition in small groups is often provided to support lower learners or those who are falling behind, but it can also be used as more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,5 and 8
<i>Daily Guided reading sessions</i>	Reading comprehension strategies are high impact on average (+7 months). Alongside phonics, this is a crucial part of early reading instruction.	1,3,5 and 8
<i>Targeted parental workshops in phonics and early maths to enhance engagement</i>	Effective parental engagement can lead to learning gains of +3 months over the course of a year.	1-10
<i>1:1 and small group support to assess</i>	EEF:- Intensive support whether 1/1 or part of a small group can support pupils	1-5 and 9

<i>children and create bespoke intervention plans</i>	learning if provided in addition to, and explicitly linked with, normal lessons High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils (EEF)	
<i>Targeted small group handwriting intervention – Helping Handwriting Shine Programme</i>	Fluent hand writing supports transcription and writing skills (Professor Steven Graham)	1,4 5 and 9.
<i>Purchase of digital technologies eg Reading Plus, Times Tables Rock Stars, Lexia and Spelling Frame</i>	Digital technology can be used to bring about improvements in attainment, producing on average an extra four months progress over a year, (EEF) Reading plus has had a positive impact on fluency of reading with significant gains in previous years for KS2 children. Opportunity for further parental engagement.	2,3,5,6 and 8.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Worker to provide social and emotional support for identified disadvantaged children. Also to liaise with Healthy Minds link to ensure children receive the correct external support. Develop parental connections alongside HM team.</i>	The EEF states Self regulation strategies and social and emotional learning can be consistently linked with successful learning.	6,7 and 10.
<i>Early Help Plans set up to support the whole family</i>	A team around the child increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively. (NSPCC Aug 2023)	6,7,8 and 10.
<i>Emotional Resilience Officer to provide support for individuals as part of transition</i>	A well-planned and coordinated approach to transitioning students from primary to secondary school over this extended period can make a significant	6,7 and 10.

	<p>difference to a student's achievement, engagement and wellbeing outcomes. (DFE)</p>	
<p><i>Healthy Minds link to deliver whole class programmes supporting positive emotional wellbeing</i></p>	<p>The EEF states Self-regulation strategies and social and emotional learning can be consistently linked with successful learning.</p>	6, 7, 8 and 10
<p><i>Continue to develop PACE strategies throughout the school-supporting children to self-regulate linked to Behaviour Policy</i></p>	<p>See above EEF strategy regarding self-regulation.</p> <p>Also The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson state 'Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.</p>	5,6,7,8 and 10.
<p><i>Ensure reasonable adjustments are put in place to support children to make good progress from their starting points.</i></p>	<p>All pupils should be helped to fulfil their potential. Reasonable adjustments can help level the playing field by minimising the disadvantages that pupils with disabilities might face compared with their peers.</p> <p>GOV.UK</p>	1,5,6,7,8 and 10.
<p><i>Attendance of all children with a focus upon disadvantaged children to continue to be monitored</i></p> <p><i>Ongoing review of further support/ strategies to implement</i></p>	<p>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems. EEF 2022</p>	7
<p><i>Wider curriculum experiences planned throughout the year. (cultural capital)</i></p>	<p>The term 'cultural capital' is defined as "the essential knowledge that children need to be educated citizens" Ofsted Early Years Inspection handbook.</p>	8
<p><i>Magic Breakfast provides a free breakfast for all children to start their day.</i></p>	<p>Research shows hungry children do not perform well. In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving</p>	6

	abilities, their memory, concentration levels, visual perception and creative thinking."	
<i>Throughout the school year provide opportunities to develop awareness of different careers and occupations</i>	Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.- Gatsby Foundation	5,6,7 and 8
<i>Develop OPAL Play strategies in the outside environment specifically focus on seasonal themes</i>	Play teaches children all of the things that need to be learnt but cannot be taught. Benefits of OPAL Play are improved behaviour, less accident, improved self-regulation, increased physical activity. – OPAL Play	10

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Jarrow Cross has a significantly high level of pupil premium currently 35% of the school roll. 31% of the school population is also SEN and 44% of SEN children are also Pupil Premium.

Pupil Premium numbers have remained relatively stable at Jarrow Cross. They did increase as a direct result of the high impact of Covid and we predict that this number may continue to increase during the forthcoming years in light of the cost of living crisis.

Full end of KS2 data showed that Pupil Premium Pupils were working below Non Pupil Premium with 55% achieving combined Reading, Writing and Maths at expected standard compared with an overall percentage of 65% and 76% of non-disadvantaged achieving this standard.

Reception data also indicated that Pupil Premium pupils are also working at a level below Non Pupil Premium.

Writing continues to be an area of focus across the school. This is closely linked with transcription and handwriting skills.

60% of our Pupil Premium children passed the Year 1 Phonic screening test.

Through the use of class Dojo and year group events parents are becoming more engaged in their children's learning. Further steps in enhancing links will be developed.

Our Pupil Premium children access targeted wellbeing and emotional support. We have a high number of Early Help Plans in place which support the whole family.

Closing the gap between groups of learners is a priority in our School Improvement Plan. Data is closely analysed specifically gaps between our disadvantaged and non-disadvantaged children. Achievement in reading for PP children has increased by 3% and the gap in writing has reduced significantly. The gap in Maths at expected standard has increased. The progress of our Disadvantaged Pupils is discussed during our Pupil Progress meetings and SLT ensure targeted support is in place.

Exit data Year 6 2024/25

<i>Reading</i>	<i>PP2025</i>	<i>NPP25</i>	<i>Gap</i>
<i>ARE</i>	<i>82%</i>	<i>86%</i>	<i>4%</i>
<i>GD</i>	<i>30%</i>	<i>70%</i>	<i>40%</i>

<i>Writing</i>	<i>PP2025</i>	<i>NPP2025</i>	<i>Gap 2025</i>
<i>ARE</i>	<i>67%</i>	<i>76%</i>	<i>9%</i>
<i>GD</i>	<i>17%</i>	<i>83%</i>	<i>66%</i>

<i>Maths</i>	<i>PP2025</i>	<i>NPP2025</i>	<i>Gap</i>
<i>ARE</i>	<i>59%</i>	<i>95%</i>	<i>36%</i>
<i>GD</i>	<i>29%</i>	<i>71%</i>	<i>42%</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus LLC
Times Table Rockstars	Maths Circle Ltd
IDL	IDL Solutions Ltd - Ascents
Mastering Number	Maths Hub - NCTEM
Lexia	Lexia UK limited
Spelling Frame	Spelling Frame

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *Subject leaders to be given dedicated time to build upon subject specific progression of skills and knowledge for their specific subject areas*
- *Offering a wide range of in school and after school activities*
- *Educational Psychologist Assessments for specific pupils*
- *Funding school Food Bank*

Planning, implementation and evaluation

In planning our new pupil premium strategy we evaluated activities and triangulated evidence from multiple sources eg work scrutinies, assessments , observations of pupils and conversations with parents, pupils and teachers.

We also use the EEF's implementation guidance to help us develop our strategy.

